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ABSTRACT

This unit is one of several modules designed for instruction at the eleventh and twelfth grade levels in a course on family relationships and parenting education. Included within the unit is information concerning the structure of communities, the many community resources that are ready to assist individuals and groups, procedures for becoming more informed about community agencies, and strategies for evaluating the quality of community outreach programs. It is intended that the knowledge students gain from dealing with the "community outreach" concept will enable them to develop a fuller understanding of the community's role in our daily lives. In addition, it is hoped that students will be better equipped to participate as responsible citizens in community action programs. The instructional unit contains overall goals and specific objectives, suggested activities, information sheets, assignment sheets, job sheets, transparency masters, a test, and answers to the test. (KC)

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ED203140

HE-48-I
INSTRUCTOR MATERIAL

FAMILY RELATIONSHIPS AND PARENTING EDUCATION

PRACTICAL ARTS AND VOCATIONAL-TECHNICAL EDUCATION

iml

INSTRUCTIONAL MATERIALS LABORATORY
UNIVERSITY OF MISSOURI-COLUMBIA

WITH SPECIAL EMPHASIS ON

COMMUNITY OUTREACH

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 029 274

COMMUNITY OUTREACH

Initial materials for this packet were
developed by a select group of
Home Economics teachers and consultants at the
Home Economics Education Curriculum Workshop
held in June, 1978 on the UMC campus.

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FOREWORD

Individuals and families are part of a community. Whether the community is large or small, it is important that individuals develop an understanding of their role in the community, their responsibilities as citizens in that community and how they can impact upon the community to bring about positive change.

Included within the unit is information concerning the structure of communities, the wealth of community resources that are ready to assist individuals and groups, procedures for becoming more informed about community agencies and strategies for evaluating the quality of community outreach programs. The knowledge students gain from dealing with the "community outreach" concept will enable them to develop a fuller understanding of the community's role in our daily lives. In addition, students will be better equipped to participate as responsible citizens in community action programs.

COMMUNITY OUTREACH

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TO HELP YOU USE THIS GUIDE

Instructors of "Family Relationships and Parenting Education" are encouraged to use this unit on "Community Outreach" in a sequence and time-frame most acceptable to the instructor and students. The unit is one of several modules designed for instruction at the eleventh and twelfth grade levels. Other units in the series include: *Parenting; Dual Role - Sex Equity; Aging; and Conserving Resources in the Home Environment.*

The units in this series represent only selected elements which are a part of "Family Relationships and Parenting Education" semester course. They do not reflect the total scope of the program. Additional information and supplementation will need to be made by the instructor at the local level.

INSTRUCTIONAL UNITS

Each instructional unit includes objectives, suggested activities, information sheets, assignment sheets, job sheets, transparency masters, a test and answers to the test.

OBJECTIVES

Each unit of instruction is written with measurable objectives. Measurable objectives are the means of stating the goals of a course in such a way that both the instructor and the student will know the changes in behavior expected to occur as a result of the instruction. In short, objectives are the means of providing direction and accomplishment for the students.

The unit objective provides an overall goal for each unit. Specific objectives state the performance of the student necessary to reach the unit objective. Before attempting to teach a unit, these objectives should be explained to students so they will know what is expected of them.

SUGGESTED ACTIVITES

Each unit of instruction has a suggested activities sheet outlining steps to follow in accomplishing the specific objectives. The activities sheet relates the duties of the instructor to the particular unit. Instructors are encouraged to use additional activities such as those found in selected textbooks as a means of accomplishing the objectives.

INFORMATION SHEETS

The information sheets contain essential facts necessary for the teaching of a unit of instruction. These sheets should be given to the student. Assignments and transparency masters are correlated to information sheet sections to help match instructional content with appropriate learning activities.

TRANSPARENCY MASTERS

Transparency masters are charts, pictures or illustrations printed for use in making overhead transparencies. These are included in each unit. A transparency should be made from the transparency master to be shown on an overhead projector, or it may be reproduced and made available to the student as an infromational handout. Ready-made transparencies are available through the Instructional Materials Laboratory.

ASSIGNMENT SHEETS

Assignment sheets are provided which are coordinated with each unit. Answers to the assignment sheets are also included.

JOB SHEETS

Job sheets are step by step directions for actually doing occupational practices. They provide a list of tools and materials as well as give sequenced, illustrated procedural steps for getting the job done.

TEST

A test is included at the close of each unit of instruction to measure attainment of specific objectives.

COLOR CODE SYSTEM

The following key will help to identify each section easily by color:

White - Objectives, Suggested Activities and Transparency Masters

Green - Information Sheets

Gray - Assignment Sheets

Blue - Job Sheets

Yellow - Tests

Pink - Answers to Assignment Sheets and Tests

COMMUNITY OUTREACH

UNIT OBJECTIVE

After completion of this unit, the student will be able to define terms related to community outreach. The student will be familiar with community planning and management, the role of the community, and the services and assistance it provides. The student will know what family services are, what types of services are available, and what agency objectives are. The student will understand how services are coordinated and will know strategies for locating services. The student will also become familiar with many specific agencies and with criteria for evaluating them. This knowledge and skill will be evidenced by completion and evaluation of assignment and job sheets and by scoring at least 85% on the unit test.

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Define two terms related to community outreach.
2. List three examples of governing bodies in communities.
3. Identify the role of the community.
4. List four types of services and assistance provided to people by the community, and give an example of each.
5. Explain how the various agencies supplement and support the family.
6. Explain how individuals can be a force in the community.
7. State the overall purpose of community outreach programs.
8. Give two reasons why people may not avail themselves of the services of outreach programs.
9. List four types of community outreach services.
10. List three objectives of community services.

11. List three facilitators of community outreach, and give one function of each.

12. List four strategies for locating services.

13. List six types of family service agencies, and give one example of each.

14. Evaluate community outreach programs.

COMMUNITY OUTREACH

SUGGESTED ACTIVITIES

I. Instructor

A. Provide students with unit and specific objectives

B. Provide students with information outline, assignment sheets, and job sheets

C. Review objectives

D. Discuss information outline with students

E. Direct students through assignment sheets

F. Evaluate assignment sheets

G. Make transparencies

H. Provide resources, materials, and equipment for job sheets

I. Evaluate job sheet performance

J. Give unit test

K. Evaluate unit test

II. Students

A. Read objectives

B. Study information outline

C. Complete assignment sheets

D. Study and complete job sheets

E. Take unit test

INSTRUCTIONAL MATERIALS

I. Included in This Unit:

A. Objectives

B. Information outline

C. Transparency masters

1. TM #1: City-Manager Government Plan
2. TM #2: Commission Government Plan
3. TM #3: Mayor-Council Government Plan
4. TM #4: Community Outreach Services
5. TM #5: Agency Objectives
6. TM #6: Criteria for Evaluation of Agencies

D. Assignment sheets

1. AS #1: Role of Community: Services Provided to People
2. AS #2: Community Outreach Services
3. AS #3: Coordination of Agencies

E. Answers to assignment sheets

F. Job sheets

1. JS #1: Defining "Community"
2. JS #2: Types of Community Outreach Programs
3. JS #3: Assessing Community Outreach Programs

G. Evaluation of job sheets

H. Unit test

I. Answers to unit test

II. References

A. Books

1. French, Robert Mills. The Community: A Comparative Perspective. Itasca, IL: F. E. Peacock Publishers, Inc., 1969.

2. Healy, Robert E. ed. Washington Information Directory, 1978-1979. Washington, D.C.: Congressional Quarterly, Inc., 1979.

3. Mial, Dorothy, and Mial, Curtis, eds. Our Community. New York: New York University Press, 1960.

4. Nelson, Lowry; Ramsey, Charles; and Verner, Coolie. Community Structure and Change. New York: The Macmillan Co., 1960.

5. Yakes, Nancy, and Akey, Denise, eds. Encyclopedia of Associations. Vol. 1: National Organizations of the United States. Detroit, MI: Gale Research Co., 1979.

B. Microfiche document

1. Rogers, George U., and McCann, Thomas W. Alternatives to Individual Therapy: Some Suggested Community Resources. Coventry, KY: Northern Kentucky University, ED 158 165, 1976.

COMMUNITY OUTREACH

INFORMATION SHEET

I. Terms and Definitions

A. Community - Where we live; where we work; where we send our children to school; where we worship; where we socialize; a geographic area; a legal unit of government; a set of attitudes, beliefs and loyalties; voluntary associations and specialized interest groups; a social system. (JS #1)

B. Community outreach - Informing potential clients of available services which would benefit the client.

II. Community Planning and Management

A. City-Manager plan: Members of a city council choose the manager to help run the city. (TM #1)

B. Commission plan: A specific job is assigned to each person as a commissioner in the group. (TM #2)

C. Mayor-Council plan: Members of the city council make laws and help the mayor run the city. The mayor is the leader who sees that the laws are carried out. (TM #3)

III. The role of the community is to provide resources and opportunities to meet the needs of large groups of people living in the same geographic area. Services and assistance provided to people include: (AS #1) (TM #4)

A. Educational related services: Adult basic education, panels and forums, town meetings

B. Moral and ethical services: Religious organizations

C. Governmental protection services: Attorney general's office, consumer protection groups, grand juries

D. Administrative services: Coordinating boards, city managers.

E. Human development services: Abuse, assault, and rape crisis centers, child abuse hot lines

F. Recreational services: State parks, recreational areas for special groups (blind, deaf)

IV. Family Services

A. Various agencies and organizations supplement and support the family by performing services the family cannot perform for itself.

B. Family service agencies and organizations facilitate communication, decision-making, and interpretation of regulations.

C. While there are many services available to families, an individual family or family member can be a force in the community by working with an agency or organization to help those in need.

D. The overall purpose of community outreach programs is to link the services with the people who need them.

1. Sometimes people in need are uninformed that assistance is available.

2. People may be ashamed of their need for assistance and may be hesitant to seek help.

V. Types of Services (AS #2) (TM #4)

A. Abortion

B. Adoption

C. Alcoholism

D. Battered children

E. Birth control

F. Children and adolescents

G. Consumer protection

H. Day care

I. Drug abuse

J. Education or training

K. Family and marriage counseling

L. Legal aid

M. Mental illness and retardation

N. Physical difficulties

O. Runaways

P. Senior citizens

Q. Venereal disease

R. Women and minorities

VI. Agency objectives (TM #5)

A. Communication: Put individuals and groups in touch with agencies (people) that can assist them.

B. Decision-Making: Help individuals and groups decide how to meet needs or solve problems.

C. Interpretation of regulations: Explain functions of, services performed by, and regulations governing the various agencies.

VII. Coordination of Agencies (AS #3)

A. The Chamber of Commerce is a booster of the community working to promote progressive, orderly community development. Specific responsibilities might include:

1. Concerns of a timely nature.

2. Economic development.

3. Coordination of efforts of commerce, industry, and the professions.

4. Full employment of human and economic resources.

5. Creative business leadership.

6. Effective coordination of all interested parties in solving community problems.

7. School-community relations.

8. Agriculture-business relations.

B. The Human Development Corporation has more specialized functions.

1. Works with low-income families.

2. Coordinates services provided to groups or individuals with special needs.

C. Advisory Committees appointed by various concerned community groups make recommendations for program development and assist in carrying out these recommendations. Specific responsibilities might include:

1. Conducting community surveys:

   a. To identify specific community needs.

   b. To suggest program development strategies.

   c. To establish a bond between different groups within the community.

2. Identifying areas where program development or expansion is needed.

3. Giving advice relative to program objectives.

4. Identifying groups or individuals to perform necessary services.

5. Evaluating services provided by the community.

VIII. Strategies for Locating Community Services

A. Libraries

B. Telephone books

C. Mental health agencies

D. Personal contacts

IX. Specific Agencies (JS #2)

A. Children and youth services

1. Boy Scouts of America
   North Brunswick, NJ 08902

   "Educational program for the character development, citizenship training, and mental and physical fitness of boys"

2. Coalition for Children and Youth
   815 15th St., N.W., Suite 600
   Washington, DC 20005

   Coalition of organizations concerned with needs of children and youth

3. La Leche League International
   9616 Minneapolis
   Franklin Park, IL 60131

Women interested in breast feeding of infants

4. National Commission on Resources of Youth, Inc.
   36 West 44th Street
   New York, NY 10036

   Youth Employment; Demonstration Projects Act

5. National Committee for Prevention of Child Abuse
   111 E. Wacker, Suite 510
   Chicago, IL 60601

   Seeks to stimulate greater public awareness of the incidence, origins, nature, and effects of child abuse

B. Consumer protection agencies

1. American Council on Consumer Interests
   162 Stanley Hall
   University of Missouri-Columbia
   Columbia, MO 65211

   Persons working in information media and for the government who are concerned with problems of our economy from the point of view of the consumer

2. American National Metric Council
   1625 Massachusetts Avenue, N.W.
   Washington, DC 20036

   Companies, organizations, and individuals interested in keeping up to date on all the latest information on the status of metric conversion in the United States

3. Consumer's Research
   Bowerstown Road
   Washington, NJ 07882

   Nonprofit service reporting laboratory tests on a wide range of goods for consumers

4. National Safety Council
   444 N. Michigan Avenue
   Chicago, IL 60611

   To reduce the number and severity of all kinds of accidents and occupational illnesses by gathering and distributing information about the causes of accidents and ways to prevent them

C. Disadvantaged services

1. Office of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Administers federal assistance programs for all aspects of education and for schools and public libraries

2. Social and Rehabilitation Service
330 C Street, S.W.
Washington, DC 20201

Independent non-political agency which audits, analyzes, and evaluates HEW and ACTION programs

3. Social Security Administration
6401 Security Boulevard
Baltimore, MD 21235

Provides governmental financial assistance for aged, needy, blind, deaf, disabled, retired, and workers' survivors

4. Department of Housing and Urban Development
451 Seventh Street, S.W.
Washington, DC 20410

Responsible for programs affecting urban planning and community development

D. Ecological services

1. Citizens' Association for Scund Energy
PO Box 4123
Dallas, TX 75208

Individuals united to form, unify, and stimulate concerned responsible persons for effective action in the field of energy

2. Citizens' Energy Project
1413 K Street, Eighth Floor
Washington, DC 20005

Specializes in research and education and distributes information on energy, community development and environmental protection

3. Energy Action Educational Foundation
1523 L Street, N.W.
Washington, DC 20005

Seeks to educate the public and public officials on issues related to the supply and demand of energy

4. Ecology Action Education Institute
Box 3895
Modesto, CA 95352

Conducts ecological research and elementary and secondary educational workshops; provides speakers and serves as an information center

5. Ecology Center
2701 College Avenue
Berkeley, CA 94705

Dedicated to informing the public on environmental problems and ecologically sound alternatives

E. Family and marriage counseling

1. Family Service Association of America
44 East 23rd Street
New York, NY 10010

Provides counseling services and other programs to help families with everyday problems of family living

2. National Council on Family Relations
1219 University Avenue, S.E.
Minneapolis, MN 55414

Interprofessional group of family life workers

F. Health and medical services

1. American Cancer Society
777 Third Avenue
New York, NY 10017

Supports education and research in cancer prevention, diagnosis, detection, and treatment; provides special services to cancer patients

2. American Diabetes Association
600 Fifth Avenue
New York, NY 10020

To promote free exchange of knowledge with respect to diabetes; to improve standards of treatment; to promote medical research; to educate the public in the early recognition of

the disease; to develop educational methods designated to give diabetic patients a better understanding of their disease

3. American Foundation for the Blind
15 West 16th Street
New York, NY 10011

Acts as a clearinghouse for local and regional agencies serving the blind; develops and manufactures special aids for blind persons; conducts public education programs and participates in legislative action relative to problems of blindness

4. American Heart Association
7320 Greenville Avenue
Dallas, TX 75231

To support research, educational, and community service programs with the objective of reducing death and disability from heart and blood vessel diseases

5. American Red Cross
17th & D Streets, N.W.
Washington, DC 20006

Operates under Congressional charter and fulfills America's obligations under certain international treaties; serves members of the armed forces, veterans and their families; aids disaster victims and assists other Red Cross societies in times of emergency

6. Community Nutrition Institute
1146 Nineteenth Street, N.W.
Washington, DC 20036

Citizen advocates specializing in food and nutrition issues, including hunger, food quality and safety, nutritional research, food programs, education, food labeling and marketing

7. Living Bank
PO Box 6725
Houston, TX 77005

Information center and registry to help those who, upon death, wish to donate a part or all parts of their bodies for purposes of transplantation, therapy, and medical research on anatomical studies

8. National Association of the Deaf
814 Thayer Avenue
Silver Springs, ND 20910

To improve, develop, and extend schools for the deaf; to provide information to prevent discrimination against the deaf; to secure and protect civil and legal rights of the deaf; to improve standards for teachers of the deaf

9. March of Dimes--Birth Defects Foundation, Inc.
1275 Mamaroneck Avenue
White Plains, NY 10605

Prevention of birth defects; offers public and professional health educators and community action programs to improve maternal and newborn health

10. Society for Public Health Education
693 Sutter Street
San Francisco, CA 94201

Concerned with personal and community health problems; encourages study and improvement of health practices

G. Legal services

1. American Association for Affirmative Action
Administration Building, Room 210
Ball State University
Muncie, IN 47306

Fosters the implementation of affirmative action and equal opportunity in employment and in education nationwide; provides formal liaison with federal, state, and local agencies involved in equal opportunity compliance in employment and education

2. American Civil Liberties Union
22 East 49th Street
New York, NY 10016

Champions the rights of man set forth in the Declaration of Independence and the Constitution (5)

3. Citizen Action Group
1346 Connecticut Avenue, N.W., Suite 415
Washington, DC 20036

Provides research and information concerning organizational techniques to public interest

research groups and local citizen action groups

4. Community Service
Box 243
Yellow Springs, OH 45387

Engages in various phases of economic, educational, cultural, recreational and spiritual community development.

5. HELP
638 South Street
Philadelphia, PA 19147

Maintains a telephone counseling service for legal, psychological, medical, and referral service needs

6. Joint Action in Community Service
1730 M Street, N.W., Suite 500
Washington, DC 20036

To assist returning service personnel in dealing with the many problems they face in many areas

7. National Association of Housing and Redevelopment
2600 Virginia Avenue, N.W.
Washington, DC 20037

Engaged in common rebuilding by slum clearance, public housing, large scale private or cooperative housing rehabilitation and conservation of existing neighborhoods through housing code enforcement and voluntary citizen action

8. National Conference on Citizenship
1133 Fifteenth Street, N.W., No. 1250
Washington, DC 20005

Seeks to develop more thorough knowledge of citizenship rights and responsibilities, deeper devotion to citizenship obligations and more effective participation in citizenship activities

H. Mental health services

1. American Academy of Crisis Interveners
112 Vieux Carre Drive, Suite E
Louisville, KY 40223

Interdisciplinary group of professionals from the fields of mental health, law

enforcement, education, religion, and medicine whose work causes them to deal with behavioral and psychological crises and emergencies

2. American Mental Health Foundation
Two East 86th Street
New York, NY 10028

To discover through research better, less expensive methods for the prevention and treatment of emotional illness

I. Women and minority services

1. National Women's Health Network
1302 18th Street, N.W., Suite 203
Washington, DC 20036

Monitors federal health policy as it affects women; testifies before Congress; sponsors conferences; and supports feminist health projects

X. Criteria for Evaluation of Agencies (TM #6) (JS #3)

A. Qualified people administer the program.

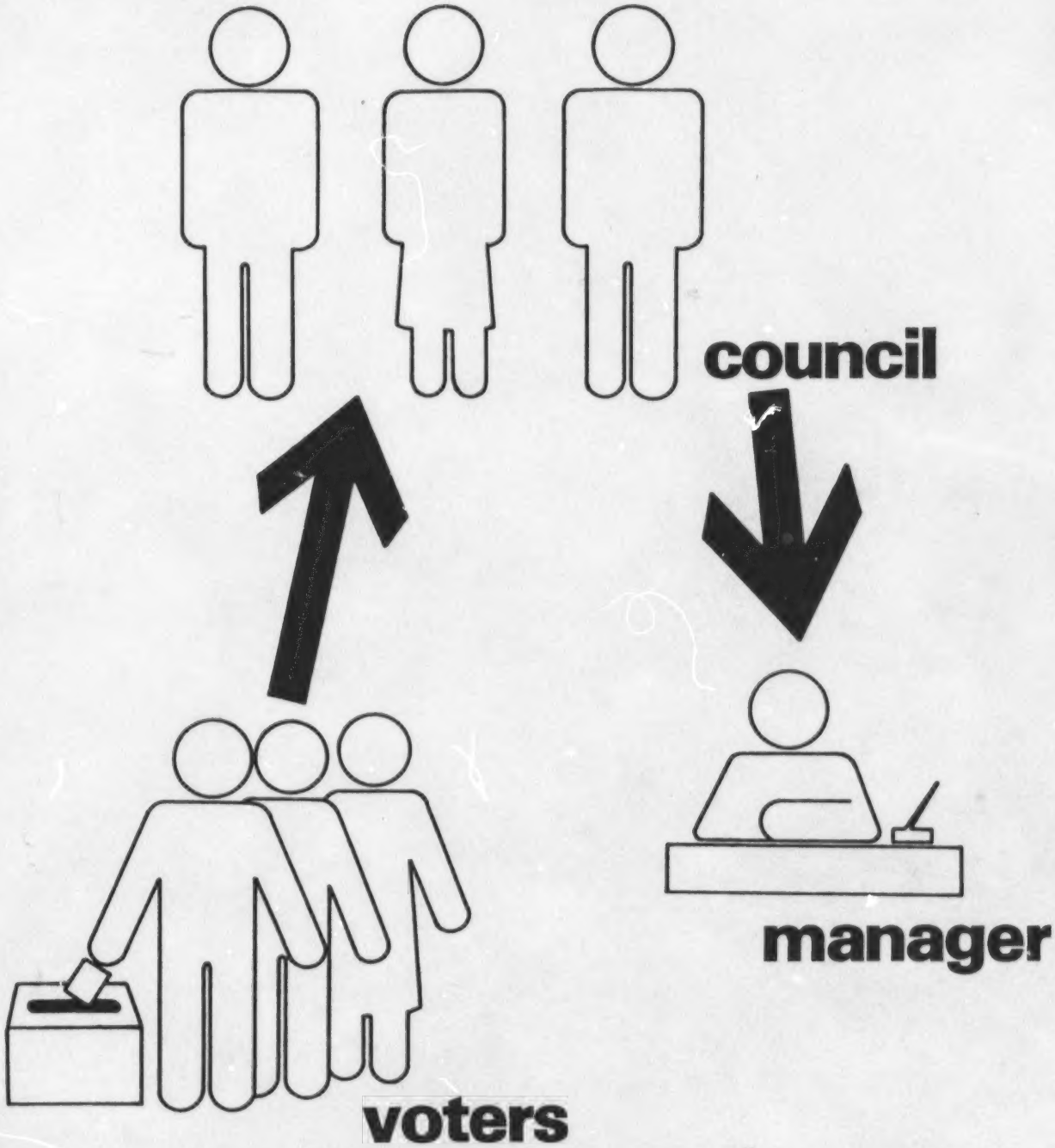
B. Goals of the program are designed to meet individual, group, and community needs.

C. Services available are broad and coordinated with other agencies.

D. People served by the program are benefited.

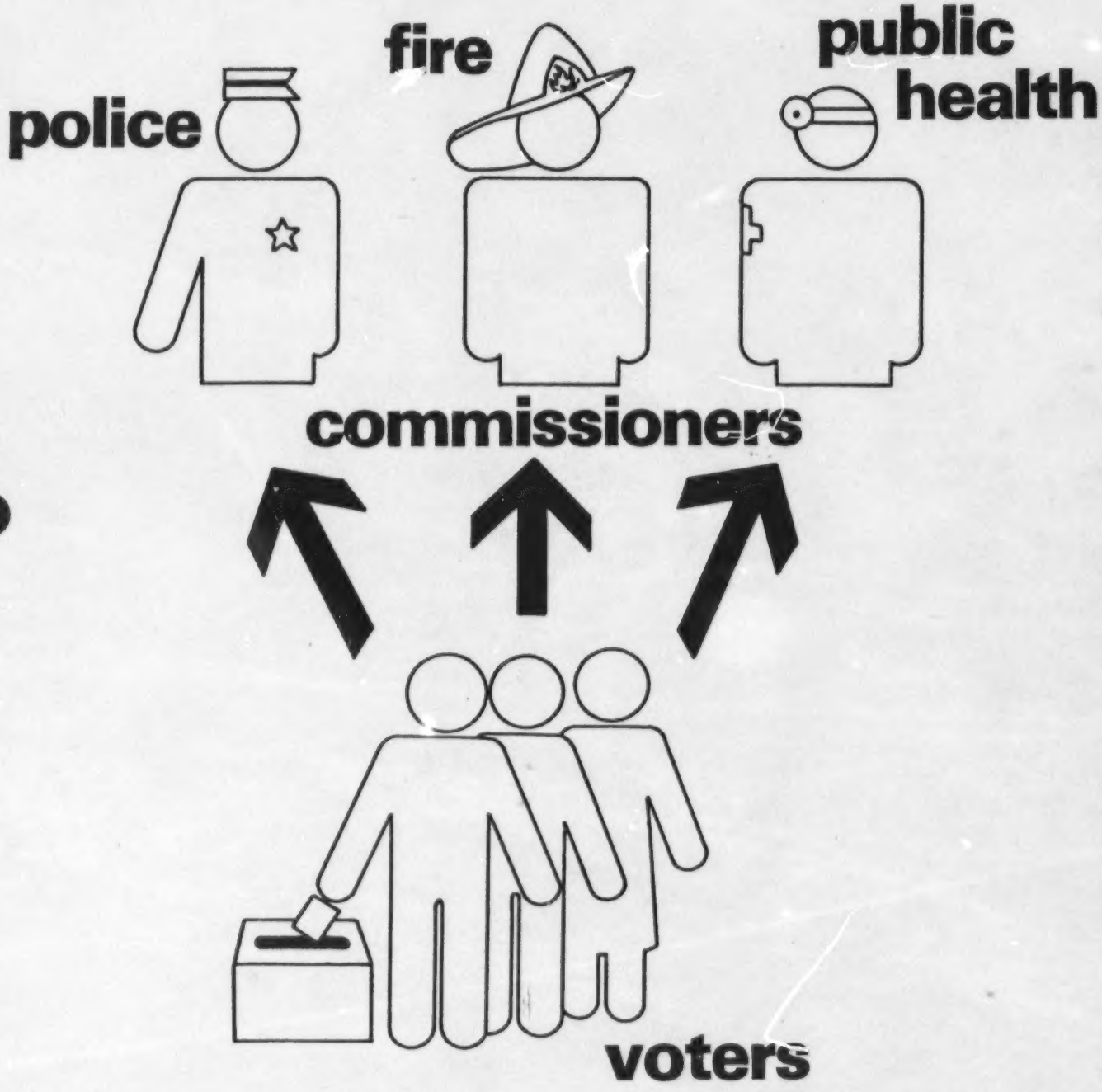
E. Sources of funding for the program are sufficient.

City - Manager Government Plan



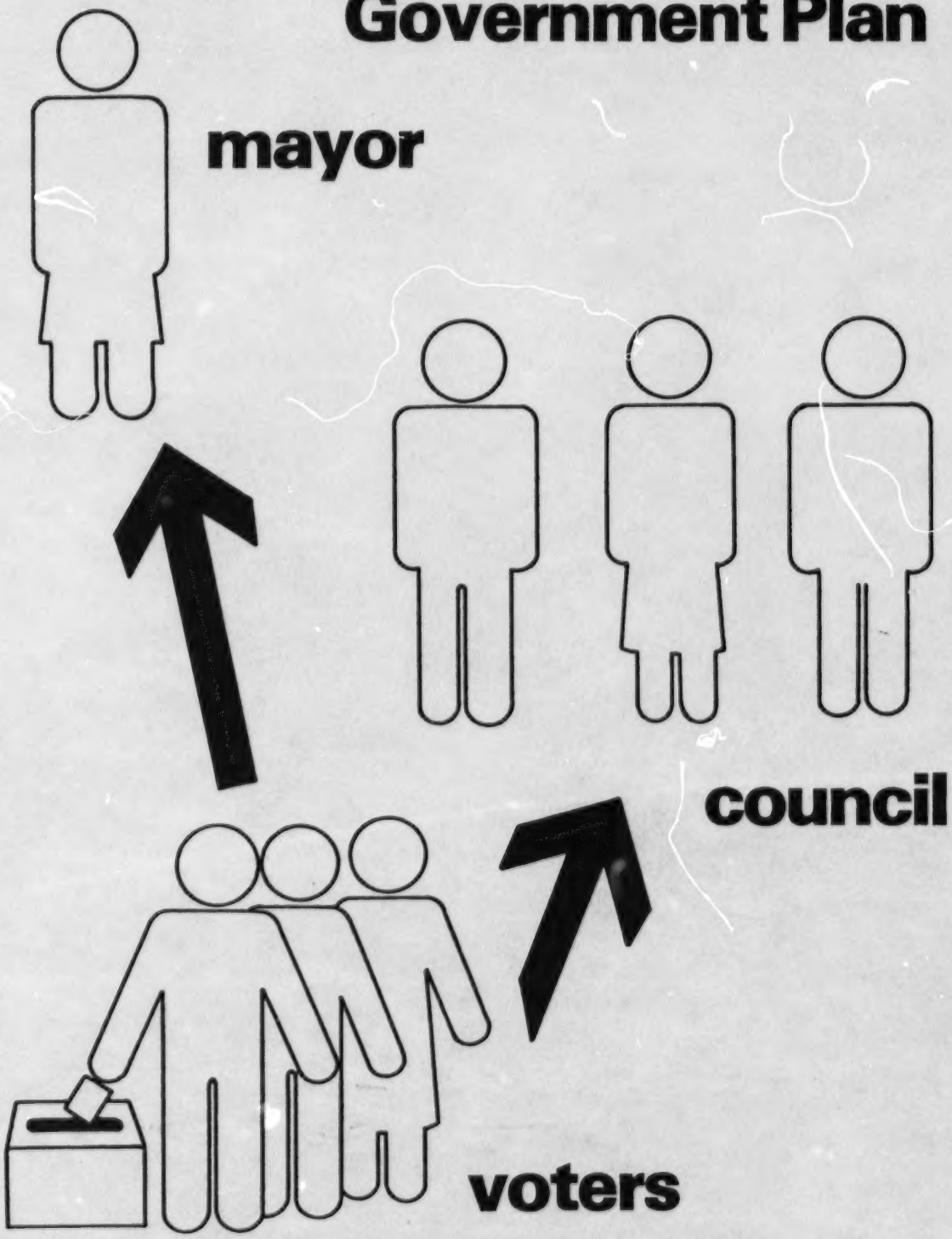
NOTE: Arrows indicate who makes the selection.

Commission Government Plan



NOTE: Arrows indicate who makes the selection.

Mayor - Council Government Plan



NOTE: Arrows indicate who makes the selection.

Community Outreach Services

SERVICES AND ASSISTANCE PROVIDED BY COMMUNITY

A. EDUCATIONAL RELATED SERVICES

B. MORAL AND ETHICAL SERVICES

C. GOVERNMENTAL PROTECTION SERVICES

D. ADMINISTRATIVE SERVICES

E. HUMAN DEVELOPMENT SERVICES

F. RECREATIONAL SERVICES

TYPES OF SERVICES

CHILDREN AND ADOLESCENTS, DAY CARE, EDUCATION OR TRAINING, RUNAWAYS

ADOPTION, FAMILY AND MARRIAGE COUNSELING, SENIOR CITIZENS

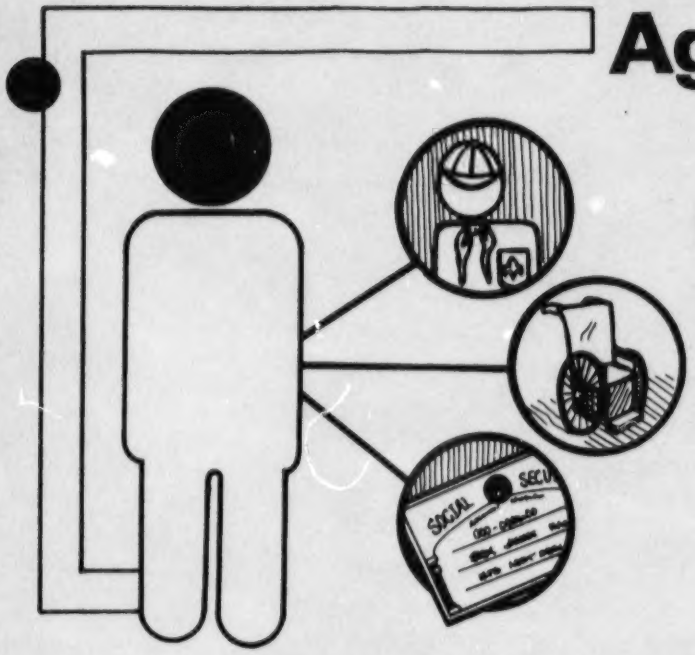
CONSUMER PROTECTION, LEGAL AID, WOMEN, AND MINORITIES

LEGAL AID, WOMEN, AND MINORITIES

ABORTION, ALCOHOLISM, BATTERED CHILDREN, BIRTH CONTROL, DRUG ABUSE, RUNAWAYS, VENEREAL DISEASE

MENTAL ILLNESS AND RETARDATION, PHYSICAL DIFFICULTIES

Agency Objectives



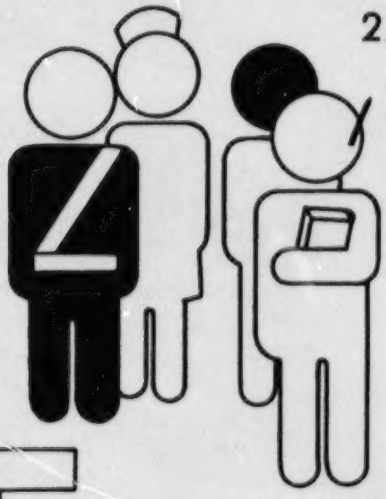
COMMUNICATING-
LINKING PEOPLE
WITH AGENCIES THEY NEED

DECISION-MAKING-
REFERRING PEOPLE TO THE
APPROPRIATE AGENCY

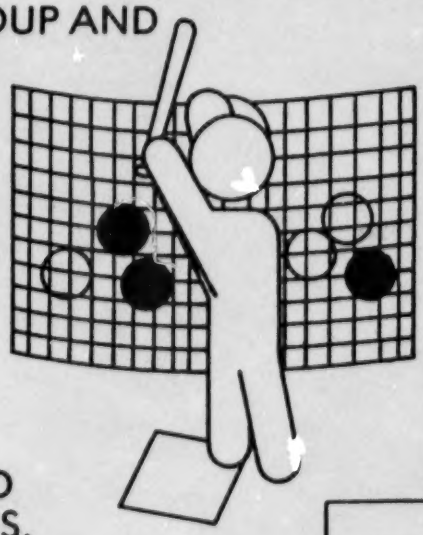
INTERPRETATION OF REGULATIONS-
DECIPHERING AND INTERPRETING
GOVERNMENTAL STIPULATIONS

Criteria For Evaluation Of Agencies

1. QUALIFIED PEOPLE ADMINISTER THE PROGRAM.



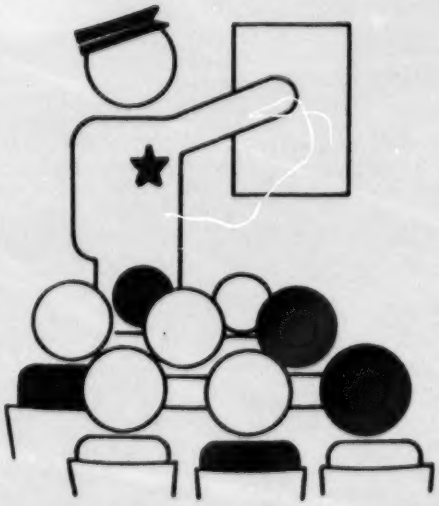
2. GOALS OF THE PROGRAM ARE DESIGNED TO MEET INDIVIDUAL, GROUP AND COMMUNITY NEEDS.



3. SERVICES AVAILABLE ARE BROAD AND COORDINATED WITH OTHER AGENCIES.

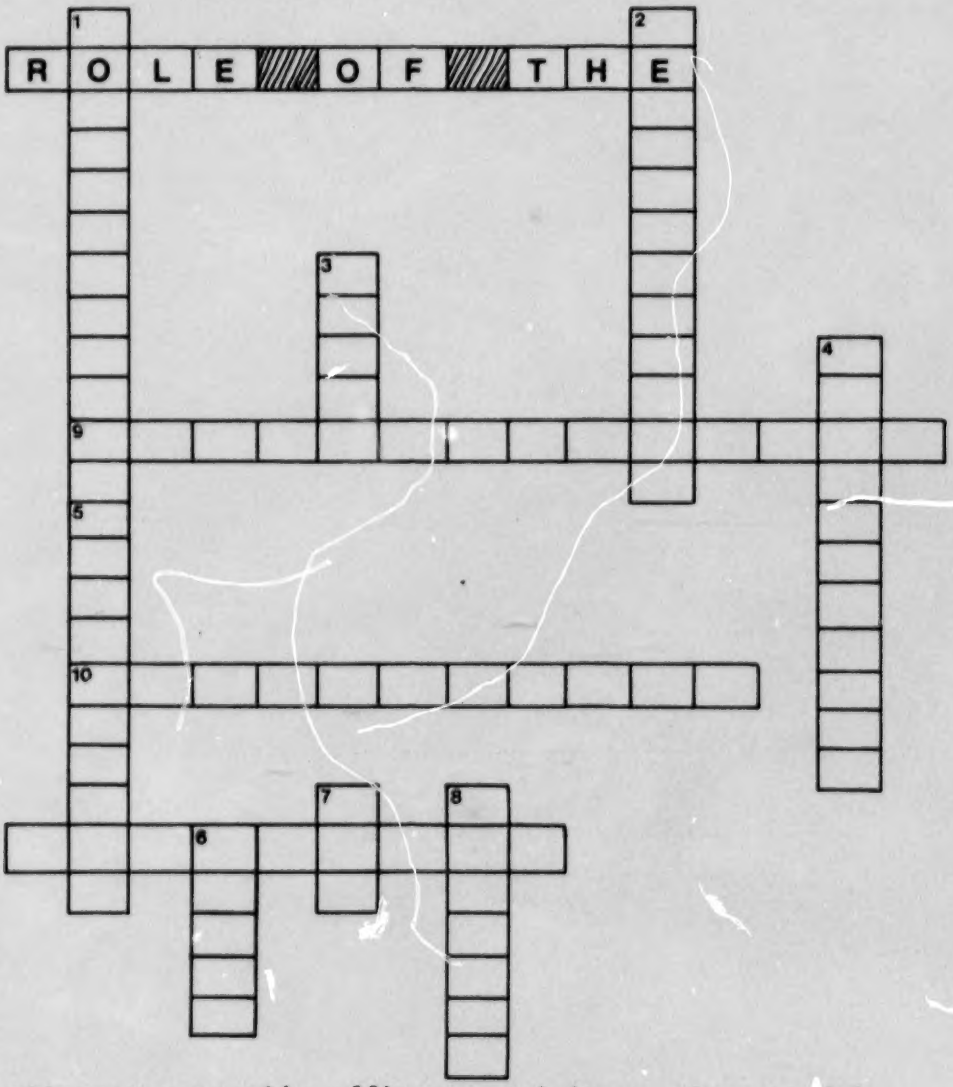
4. PEOPLE SERVED BY THE PROGRAM ARE BENEFITED.

5. SOURCES OF FUNDING FOR THE PROGRAM ARE SUFFICIENT.



ASSIGNMENT SHEET #1: ROLE OF THE COMMUNITY: SERVICES PROVIDED TO PEOPLE

Directions: This word criss-cross was developed to help you become familiar with the services provided by the community for its members. The numbered statements are examples of the different agencies and/or groups that provide community services. Read the statements and decide what type of service each one represents. Place the letters of the type of service in the appropriate boxes.



DOWN

1 & 5 attorney general's office, grand jury. (two words)
2 state parks, special interest groups
3 & 4 rape crisis center, child abuse hotline (two words)
6-7-8 religious organizations (three words)

ACROSS

9 coordinating board, city managers
10 adult basic education, town meeting

ASSIGNMENT SHEET #2: COMMUNITY OUTREACH SERVICES

Directions: This assignment sheet has been developed to help you to identify the variety of outreach services provided by the community. Study the word search puzzle below to find community outreach services provided for individuals and families. Words appear both horizontally and vertically. Circle the words as you find them. There are 16 words or phrases included in the puzzle.

e c o u n s e l i n g o l m
d a d r u g a b u s e r a a
u b a d o l e s c e n t s r
c o y e l l o w h a y o r r
a t c a b r e d i n d i g i
t e a p r i c o l e n d s a
i f r e a l l y d a r n o g
o i e v e n a b r i g h t e
n b i n g m l r e g g b o a
c b i r t h c o n t r o l r
a i l o l e o a s c h r e l
t r g a o o h d l i c e g y
a b o r t i o n l e y d a o
d e a r l y l o w e t a l l
o n d b r e i w h t a r a d
p d n d a c s h a r b m i e
t a n g f a m i l y e a d h
i f v e n e r e a l a r g e
o a r u n a w a y s o n g s
n a u g h t t r a i n i n g

COMMUNITY OUTREACH

ASSIGNMENT SHEET #3: COORDINATION OF AGENCIES

Directions: The form below was developed to help you become familiar with the coordination of the various community agencies. The numbered statements relate the functions of the three organized groups which facilitate or coordinate the various outreach services of the community. If the statement relates to a function of the Chamber of Commerce, put a "C" on the blank to the left of the number. If it relates to a function of the Human Development Corporation, put an "H" on the blank. If it relates to a function of an Advisory Committee, put an "A" on the blank.

_____ 1. advise concerning program objectives

_____ 2. agriculture-business relations

_____ 3. areas where program development or expansion are needed

_____ 4. community surveys

_____ 5. concerns of a timely nature

_____ 6. coordination of efforts of commerce, industry, and the professions

_____ 7. creative business leadership

_____ 8. economic development

_____ 9. effective coordination of all interested parties in solving community problems

_____10. evaluation of services provided by the community

_____11. full employment of human and economic resources

_____12. identification of groups or individuals to perform necessary services

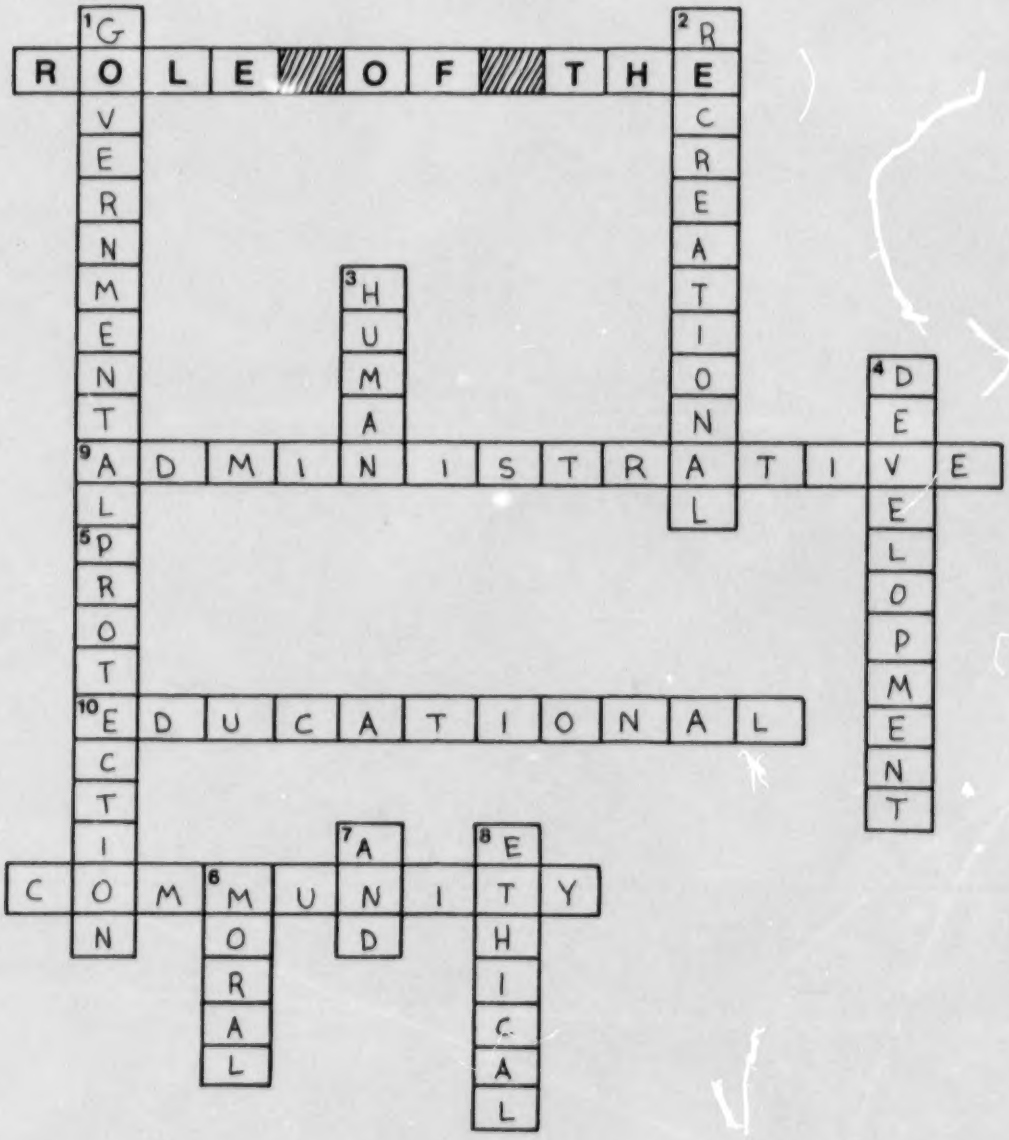
_____13. low-income families

_____14. services provided to groups or individuals with special needs

_____15. university-community relations

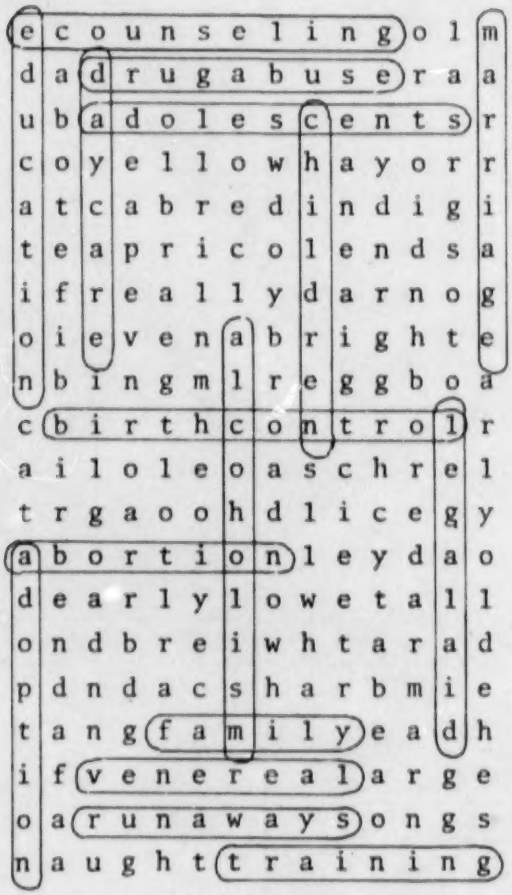
COMMUNITY OUTREACH

ANSWERS TO ASSIGNMENT SHEET #1



COMMUNITY OUTREACH

ANSWERS TO ASSIGNMENT SHEET #2


e c o u n s e l i n g o l m
d a d r u g a b u s e r a a
u b a d o l e s c e n t s r
c o y e l l o w h a y o r r
a t c a b r e d i n d i g i
t e a p r i c o l e n d s a
i f r e a l l y d a r n o g
o i e v e n a b r i g h t e
n b i n g m l r e g g b o a
c b i r t h c o n t r o l r
a i l o l e o a s c h r e l
t r g a o o h d l i c e g y
a b o r t i o n l e y d a o
d e a r l y l o w e t a l l
o n d b r e i w h t a r a d
p d n d a c s h a r b m i e
t a n g f a m i l y e a d h
i f v e n e r e a l a r g e
o a r u n a w a y s o n g s
n a u g h t t r a i n i n g

COMMUNITY OUTREACH

ANSWERS TO ASSIGNMENT SHEET #3

1. A
2. C
3. A
4. A
5. C
6. C
7. C
8. C
9. C
10. A
11. C
12. A
13. H
14. H
15. C

COMMUNITY OUTREACH

JOB SHEET #1: DEFINING "COMMUNITY"

(Part A)
Directions: Select five different people with whom you come in contact over the period of several days or a week. Select people of different ages, occupations or positions, socioeconomic classes, special interest groups, etc. Ask each of them what the term "community" means to them. Keep a record in the space below of their responses. Then summarize your findings. In the summary area of the assignment sheet, list the ideas that appear to be similar among the five definitions. Then list the ideas that appear to be different among the definitions.

I. Definition:

II. Definition:

III. Definition:

IV. Definition:

V. Definition:

SUMMARY

Similarities

Differences

JOB SHEET #1: DEFINING "COMMUNITY"

(Part B)
Evaluation: Compare the response similarities and differences in definitions with the definition of "community" in the information outline.

JOB SHEET #2: TYPES OF COMMUNITY OUTREACH PROGRAMS

Directions: List available community outreach programs in your community under the appropriate heading. (NOTE: Telephone directories, newspapers, and other media will be very helpful in providing you with appropriate listings.)

A. Children and youth services

B. Consumer protection agencies

C. Disadvantaged services

D. Ecological services

E. Family and marriage counseling

F. Health and medical services

G. Legal services

H. Mental health services

I. Women and minority services

*NOTE TO THE TEACHER: This job sheet will need to be evaluated in terms of the outreach programs available in your particular community.

JOB SHEET #3: ASSESSING COMMUNITY OUTREACH PROGRAMS

(Part A)
Directions: Interview a resource person from a community outreach program and answer the following questions.
(NOTE: This job sheet assesses objective 14.)

1. Name of the community outreach program.

2. The name of the person being interviewed and his/her role in the program.

3. What is the purpose of this program?

4. What types of services are available through this program?

5. What kinds of people are helped by this program?

6. How is the program funded?

7. How long has this program been available in the community?

8. If persons were in need of a service from this program, who should they contact? What is the address and phone number?

JOB SHEET #3: ASSESSING COMMUNITY OUTREACH PROGRAMS

(Part B)
Evaluation: Write a paragraph evaluating the outreach program which you investigated. Include the following points in your evaluation:

1. Is the name appropriate? Does it tell what the program offers?

2. Does the program serve a useful purpose in your community?

3. Explain your response. Relate how the services available through the program meet the needs of people or groups in the community.

4. Describe how well established the program is in the community. Is it known and respected?

5. Describe how convenient the location of the agency is to people who would need the services. Is the building accessible to handicapped persons?

COMMUNITY OUTREACH

UNIT TEST

NAME _____

SCORE _____

1. Define the following terms:

   a. Community:

   b. Community outreach:

2. List three examples of governing bodies in communities.

   a.

   b.

   c.

3. Place a check mark in the blank beside the statement if it describes part of the role of a community.

   a. _____provides for the needs of large groups of people

   b. _____provides for the needs of people with the same interests

   c. _____provides for the needs of people in the same geographical area

   d. _____provides for the needs of people only if they want such provisions

   e. _____provides for the needs of people which they cannot provide for themselves

4. List four types of services and assistance provided to people by the community, and give an example of each.

Service/Assistance	Example
a.	a.
b.	b.
c.	c.
d.	d.

5. Explain how the various agencies supplement and support the family.

6. Explain how individuals can be a force in the community.

7. State the overall purpose of community outreach programs.

8. Give two reasons why people may not avail themselves of the services of outreach programs.

   a.

   b.

9. List four types of community outreach services.

   a.

   b.

c.

d.

10. List three objectives of community service agencies.

a.

b.

c.

11. List three facilitators of community outreach, and give one of the functions of each.

Facilitator	Function
a.	a.
b.	b.
c.	c.

12. List four strategies for locating services.

a.

b.

c.

d.

13. List six types of family service agencies, and give one example of each.

Type	Example
a.	a.
b.	b.
c.	c.
d.	d.

e.

f.

e.

f.

47

COMMUNITY OUTREACH

UNIT TEST

ANSWERS TO UNIT TEST

1. a. where we live; where we work; where we send our children to school; where we worship; where we shop; where we have most of our recreation; where we socialize; a geographic area; a legal unit of government; a set of attitudes, beliefs and loyalties; a collection of neighborhoods; a network of voluntary associations and specialized interest groups; a social system

   b. informing potential clients of available services which would benefit the client

2. a. City-Manager plan

   b. Commission plan

   c. Mayor-Council plan

3. a. X

   b. _____

   c. X

   d. _____

   e. X

4. Any four of the following:

	Service/Assistance	Example*
a.	educational related services	a.
b.	moral and ethical services	b.
c.	governmental protection services	c.
d.	administrative services	d.
e.	human development services	e.
f.	recreational services	f.

*NOTE TO TEACHER: Any example listed in the information outline, as well as an example from your own community, is acceptable.

5. by performing services the family cannot perform for itself

6. by working with an agency or organization to help those in need

7. to link the services with the people who need them

8. a. They are uninformed that assistance is available.

   b. They are ashamed of their need for assistance.

9. (Any four points listed in the information outline are acceptable; those not included in assignment sheets are listed here.)

   a. battered children

   b. consumer protection

   c. mental illness and retardation

   d. physical difficulties

   e. senior citizens

   f. women and minorities

10. a. communication

    b. decision-making

    c. interpretation of regulations

11.

Facilitator	Function
a. Chamber of Commerce	a. promotes progressive orderly community development
b. Human Development Corporation	b. works with low-income families and coordinates services for people with special needs
c. Advisory Committees	c. makes recommendations for program development and assists in carrying them out

12. a. libraries

    b. telephone books

    c. mental health agencies

d. personal contacts

13. (Any six examples listed in the information outline are acceptable.)

Type	Example*
a. children and youth services	
b. consumer protection agencies	
c. disadvantaged services	
d. ecological services	
e. family and marriage counseling	
f. health and medical services	
g. legal services	
h. mental health services	
i. women and minority services	

*(Consult Section IX, Specific Agencies, for examples.)